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ABSTRACT

Producers of educational materials met with school administrators and teachers at workshops in ten cities to explore curriculum needs and ways of providing the most effective instructional materials. This report contains the findings of these cooperative sessions. It is divided into ten sections, one for each school district. Each section presents in outline form a summary of the needs and recommendations which emerged from the workshop. Ways that instructional materials can meet course objectives are stressed. Both general recommendations and specific content needs are presented for these curriculum areas: mathematics; science; social studies; language arts; foreign languages; fine arts; special education; adult, vocational, and practical arts; guidance services; and instructional materials and library services. (JK)

ED 064888

Educational Materials Workshops

Cooperation for Quality Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Co-Sponsored by the
Educational Materials Producers Council
and the
Council of the Great City Schools

EM 009 956

INTRODUCTION

Believing that the highest quality education in the United States will result from a cooperative involvement between those who produce instructional materials and those who use them, the Educational Materials Producers Council and the Council of the Great City Schools sponsored a series of educational materials workshops throughout the country.

During the last 2-1/2 years, workshops were conducted in Detroit, the District of Columbia, Chicago, St. Louis, Milwaukee, San Francisco, San Diego, Atlanta, Philadelphia and Denver. In each city, educational materials producers and school administrators and teachers explored curriculum needs and ways of providing the most effective instructional materials.

This report contains the findings of these cooperative sessions. It is divided into ten sections - one for each school district. Each section presents, in outline form, a summary of the needs and recommendations which emerged from the workshop.

Progress begins with concerned action. This report is evidence of a continually improving dialogue between education and industry and further serves to dramatize the challenges and critical need for excellence in our nation's schools.

I. Ezra Staples, Chairman
Curriculum & Instructional
Services Committee
The Council of the Great
City Schools

Lloyd Otterman, Chairman
Special Workshops Committee
Educational Materials Producers Council

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District of Columbia Public Schools Presidential Building 415 - 12th Street, N. W., Room 1205 Washington, D. C. 20004	Dr. Hugh J. Scott Superintendent

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E D U C A T I O N A L

M A T E R I A L S

W O R K S H O P

Denver Public Schools

April 15-16, 1971

EDUCATIONAL MATERIALS WORKSHOP
DENVER PUBLIC SCHOOLS
APRIL 15-16, 1971

MATHEMATICS:

1. General:
   - Use of the math laboratory for individualized instruction is growing in the Denver schools.
   - More materials are needed for the slow and average learner at the secondary level.
   - Tapes and filmstrips should be organized according to topics, not geared to specific texts.
2. Specific Content Needs:
   - Cassette tapes explaining definitions of mathematical terms.
   - Manipulative materials for geometry lessons.
   - Cassette tapes approaching algebra on a topical basis.
   - Tapes dealing with math and study skills.
   - Materials teaching statistics and probability in terms of daily situations.

SCIENCE:

1. General:
   - Implementation of ecology courses is developing rapidly. A summer course in urban ecology will be taught in all high schools next year.
   - Ecology courses have been primarily science-oriented, but are being redirected to reflect political, economic and action emphases.
   - Silent Super-8mm loops are being used to small group and individualized instruction.
   - Teachers guides which accompany elementary level materials should assist the elementary classroom teacher by explaining the concepts to be taught.
   - Filmstrips with tape cassettes are preferred to those with records.

- Packaging of film loops should be standardized.
- Materials should be more realistic and show the mistakes and problems encountered in experimentation.
- More materials are needed which show the relationship of science to other disciplines.
- Materials should utilize less lecture formats and involve more student participation.

2. Specific Content Needs:
   - Ecology materials at all grade levels, incorporating aesthetic, social, political and economic factors.
   - Low level materials in all areas for remedial instruction.
   - Materials to accompany and supplement new text programs.

SOCIAL STUDIES:

1. General:
   - A new urban studies program instituted at the 9th grade level is taught through small group instruction. The program is activity-oriented and a full range of media and simulation games is available.
   - Materials should involve the student much more actively in the inquiry and discovery processes.
   - Listening and thinking activities should be suggested for all materials.
   - There is a need for more single-concept film loops in all social studies areas.

2. Specific Content Needs:
   - Problems and patterns of urban development.
   - Problems of urban ecology such as transportation, housing, pollution, population control.
   - Development of problem-solving skills.
   - Filmstrips in world geography (at the 7th and 8th grade level) which should be shorter and contain fewer concepts than existing materials.
   - The Mexican-American as a part of American history.

- Materials which correct previous distortions in American history (e. g., show the development of colonies in the West as well as the first 13 in the East).

- Simulation games which develop concepts at the elementary level.

- Teacher training in use of media.

LANGUAGE ARTS:

1. General:

   - Language arts instruction is broken down into literature/ aesthetics and grammar and composition/history of language/ communications.

   - More non-narrative films are needed to encourage self-expression, especially for the slow learner.

   - Materials must involve more active participation by the student.

   - More materials are needed for individual and small group learning.

   - Black literature should be incorporated into the overall program.

2. Specific Content Needs:

   - Current literature.

   - Films as an art form.

   - Poetry readings.

   - Programmed reading packages with built-in testing instruments in the areas of understanding vocabulary, understanding concepts, decoding words.

   - Literature as a base for discussion of contemporary problems.

   - Cultural heritage films for interdisciplinary use.

FOREIGN LANGUAGE:

1. General:

   - Major emphases of the foreign language program are improving communications skills and increasing understanding of other peoples.

   - Tapes should employ native speakers who use a conversational, not teaching rhythm.

- Materials should use male and female voices, and children's as well as adult voices.

- Native locations should be used in the visuals.

2. Specific Content Needs:

- Skill development tapes broken down into short, identifiable segments.

- Film loops for grammar drills.

- Music of the different countries.

- German language and culture.

- Lives of teen-agers in the country whose language is being studied.

FINE ARTS:

Art:

1. General:

- The art program is divided into studio-oriented art and response to art.

- Most materials should be geared for use by the classroom teacher and for the art teacher who is a specialist in only one area.

- More materials are needed at the elementary level. These should not talk down to the child and should expose him to Picasso and Chagall as well as Disney.

- Materials should be more open-ended and less descriptive.

- How-to-do-it materials should present several options or alternatives.

2. Specific Content Needs:

- Development of aesthetic sensibility, awareness of environment.

- Visual perception.

- Reinforcement of cultural heritage.

- Life and work of living artists.

- Contemporary art.

- Development of judgment skills.

- Teacher training in student film-making.
- Art-related materials such as dance and music.

Music:

1. General:
   - Materials are needed which employ an inter-related humanities approach.
   - More materials are needed at the elementary level.
2. Specific Content Needs:
   - Understanding jazz and popular music.
   - Relationship of classical music to jazz and rock.
   - Music literacy - both vocal and instrumental.
   - The guitar -- as a skill and as enrichment for vocal music.

SPECIAL EDUCATION:

1. General:
   - The program for the EMH students is primarily work-oriented.
   - All materials for these children should be high-interest, low vocabulary and, when appropriate, should be accompanied by illustrated workbooks.
   - When possible, producers should suggest special teaching strategies in order that existing materials can be used in special education classes.
   - Materials should deal with fewer concepts at a time.
2. Specific Content Needs:
   - Science and social science (employing many demonstrations).
   - Work attitudes and concepts.
   - Living and working in society.
   - Auditory perception.
   - Temporal skills (time, numbers, space).

ADULT, VOCATIONAL, AND PRACTICAL ARTS:

Trade and Industrial Arts:

Specific Content Needs:

- Metal trades, machine shop, electronics, graphic arts, drafting, cosmetology, small building construction, automotive engineering, cabinet-making, service station operation.

Business Education:

Specific Content Needs:

- Exploratory business skills.
- Work attitudes.
- Reinforcement of general arithmetic and its relationship to work experiences.
- Relationships of school subjects to jobs.
- Introduction to careers in business law, business communications, management.
- Office machine operation (cassettes to be used with actual machines).

Distributive Education:

Specific Content Needs:

- Careers in sales other than retail (industrial, real estate, stock market, wholesale insurance, freight traffic).
- Hospitality service careers.

Home Economics:

Specific Content Needs:

- Food service, health and hospitals, child care, clothing.
- Consumer problems (budgeting, insurance, consumer law).
- Job development skills.
- Job exploration.

Cooperative Work Experience:

Specific Content Needs:

- Attitudinal training instead of job training for students who have given up.

- Work series tapes using members of different ethnic groups.
- Skill applications.
- Simulation games.
- Open-ended case studies.
- Techniques of the research and development approach to problem solving.

GUIDANCE SERVICES:

1. General:
   - Materials should include and involve students. Minority groups should be represented.
   - Simulation techniques are useful to obtain active student involvement.
2. Specific Content Needs:
   - Personal, social and career development.
   - Attitudes and values (student unrest, alienation, inter-personal relations, drug abuse).
   - Comparisons of different types of colleges.
   - Community college information.
   - Transparencies on financial aid.
   - Explanation of different types of college admission procedures.
   - Career information for women.
   - Work attitudes (towards responsibility, employers, fellow employees, need for adaptability).
   - Job clusters on families of occupations (hotel/motel, telephone, banking).
   - Opportunities for education and training after school (preparatory schools, apprenticeships, industry and military training).
   - Simulation games in career decision-making (the why and how of vocational decisions, including sociological, economic and geographic factors).
   - Relationship of subject matter areas to careers.

INSTRUCTIONAL MATERIALS AND LIBRARY SERVICES:

1. General:
   - All materials should allow student participation.
   - Filmstrip and film loop packages should contain producer's name and number, copyright date, running time, Library of Congress catalog cards, teachers guide.
   - Copyright dates should be included in catalog descriptions.
   - Titles should be placed at the beginning of the leader.
   - Cartridges should be able to be opened to allow repair of tape.
   - Slides should have standardized notations of projection position.
   - Study prints should be laminated; bindings should allow insertion of additional prints.
   - Title and copyright date should appear at both the beginning and end of a film.
2. Specific Content Needs:
   - Using the media center (techniques of research and exploration).
   - Staff development (teaching techniques, classroom and crisis management).
   - Cultures of minority groups.
   - Tapes and records to accompany story books (with teacher's, not actor's voice).
   - Role of minority groups in the U. S.
   - Film-making.

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

The School District of Philadelphia

February 18-19, 1971

EDUCATIONAL MATERIALS WORKSHOP
THE SCHOOL DISTRICT OF PHILADELPHIA
FEBRUARY 18-19, 1971

ENGLISH - LANGUAGE ARTS:

1. General:
   - Reading, at all grade levels, is receiving the most attention in the school system. Programs are geared to the different needs of students in the eight districts.
   - Individualized instruction is given a high priority.
   - A-V materials should be keyed to reading program and text materials by difficulty level.
   - 16mm films, silent and sound filmstrips, tapes and cassettes and transparencies are widely used.
   - Materials are needed which treat the same content areas at different levels of difficulty; the voice or narration must be appropriate for different grade or age levels.
   - More open-ended, discussion-provoking materials are desired.
   - Language arts and literature materials are still not representative of the urban cities' multi-ethnic make-up.
   - More follow-up materials are needed to supplement individual films, tapes, etc. to assist the student in applying new skills or knowledge.
   - Teachèrs guides should include detailed suggestions for inexperienced teachers and summaries for the more experienced; teaching strategies and supplemental activities should be suggested, but options should be left open.
   - More consultant services in using the materials are needed from producers.
2. Specific Content Needs:
   - Staff development materials to be used by supervisors with teachers.
   - Teacher training programs in areas of attaining objectives, managing the classroom, and using multi-level, multi-modal techniques.
   - A-V materials based on books, which will stimulate the student to read the original text.

- Single-concept filmstrips and loops for drill and reinforcement in listening, comprehension, phonics and study skills.
- Word attack skills (at secondary level).
- Supplementary enrichment materials.
- African-American studies.
- Multi-ethnic literature.
- Composition and creative writing (sentence and paragraph structure, using aural stimulus materials to move from oral to written language).
- Reading, thinking and comprehension development materials with multi-disciplinary content.

SOCIAL STUDIES:

1. General:
   - The trend in curricula is towards processes rather than content.
   - More manipulative simulation and other open-ended materials are needed to develop inquiry skills.
   - Materials should be flexible enough to use at several grade levels.
   - Materials should enable students to apply concepts to their lives, community, country and world.
   - Materials should have multi-disciplinary applications in areas such as math, language arts and science, as well as within the social sciences.
   - Open-ended problem-solving activities should accompany curriculum material.
2. Specific Content Needs:
   - Politics of confrontation traced through history.
   - Consumer education.
   - Urban geography.
   - Research techniques.
   - Minority groups in the U.S. today, especially American Indians and Puerto Ricans.

- Contemporary social problems.

- Leadership styles (e. g., charisma).

FOREIGN LANGUAGES:

1. General:

   - Most foreign language instruction is provided at the middle and secondary school level. It was recently introduced at the elementary level with French, Spanish and Italian.

   - Philadelphia has published behavioral objectives for instructional materials dealing with the five major languages of French, Spanish, German, Italian, Latin.

   - Visually-cued texts, filmstrips, slides, tapes, and 16mm films (with both English and foreign soundtracks) are used.

   - The greatest need in ESL programs is for individualized, programmed materials, with instruction given in the foreign language.

   - Film materials should be uncaptioned to allow for use with different languages.

   - Tapes are preferred to records.

   - Any materials providing instruction in a foreign language, or dealing with a foreign culture, must be relevant to that particular country or countries. American experiences should not just be translated into another language.

   - Regional accents should be avoided in sound tracks.

2. Specific Content Needs:

   - Materials about cultures of foreign countries.

   - Skill lessons emphasizing phonetic elements of different languages.

   - Mathematics, science and social studies materials for continuing education programs for the Spanish-speaking.

MATHEMATICS AND SCIENCE:

Mathematics

1. General:

   - The Philadelphia schools teach only contemporary (or new) math.

   - Filmstrips are not used because they are not well-made and contain too many concepts.

- Manipulative materials are used most frequently in classroom instruction; some use is made of transparencies and tapes.

2. Specific Content Needs:

- Transparencies and tapes for drill.

- Remedial materials for use in general mathematics at ninth and tenth grade levels.

- Film loops and tapes with study guides to be used by para-professionals for drill and practice.

- Games and simulation activities to develop fundamental mathematical operations at junior high level.

Science

1. General:

- The greatest need is for inquiry, activity-oriented materials for elementary levels.

- Efforts are being made to individualize instruction; concentration now is on junior high school level.

- Manipulative materials kits are needed for the elementary level; they should utilize different elements to completely develop one process or idea.

- There is an increasing use of Super-8mm in the new schools.

2. Specific Content Needs:

- Environmental education; units which can be used in life science, biology, community development; "survival education" - attitudinal training about the environment.

- Manipulative materials at the elementary level to teach problem-solving; first to teach skill development processes, then content.

- Specific teacher-training guides for use with new materials and approaches.

- Staff development materials to be used by supervisors when working with teachers.

- Development of basic concepts in anthropology and psychology.

PHYSICAL & HEALTH EDUCATION, HUMAN GROWTH & DEVELOPMENT, & SAFETY EDUCATION:

Physical Education

1. General:

- Materials should have more inner-city settings.

- Outdating of clothes, hair styles can be overcome by use of animation.

2. Specific Content Needs:

- Transparencies and single concept film loops on gymnastics, sport skills.

- Movement education and perceptual-motor development for early childhood training.

Health, Human Growth and Development

1. General:

- Drug and sex education materials should use the types of people and settings found in urban areas.

- Animated characters have proven effective.

2. Specific Content Needs:

- Slide/tape presentations in sensitive areas such as drug and sex education.

- Drug education for teachers and parents.

Safety Education

1. General:

- Materials should have more settings relevant to the inner-city.

2. Specific Content Needs:

- Traffic and fire-safety (especially for pre-school and elementary levels).

- Driver education.

- Shop safety.

- Transparencies showing accident statistics.

COUNSELING AND GUIDANCE:

1. General:
   - Vocational counseling begins at the 5th grade and continues through senior high school.
   - Materials should be programmed in short segments.
2. Specific Content Needs:
   - Development of positive attitudes toward value of continuing education, world of work.
   - Work roles, work models.
   - Career opportunities.
   - Development of self-image, achievement potential.
   - Coping with social problems such as gangs, drugs, poverty, dropping out.
   - College guidance for inner-city students, descriptions of different kinds of colleges.

HOME ECONOMICS:

1. General:
   - More materials are needed for the 5th, 6th and junior high school grades.
   - Individualized instruction programs are beginning to be used, especially in child care.
2. Specific Content Needs:
   - Wage-earning possibilities for girls.
   - Job clusters and steps on a career ladder.
   - Child development, career development, consumer education.
   - Foods, home decorating, clothing, home management.

CONSUMER EDUCATION:

1. General:
   - Consumer education is taught in almost all subject areas.
   - Philadelphia follows the national guidelines for consumer education in developing its own curriculum.
   - A great lack of materials exists at the levels of K-6. Materials should have a strong inner-city flavor.

- Individualized learning packages which have multi-disciplinary uses are needed in grades 5-8.

2. Specific Content Needs:
   - Processes of decision-making, values and goals.
   - Consumer law.
   - Labor movement in the United States.
   - Intelligent buying.

VOCATIONAL AND BUSINESS EDUCATION AND INDUSTRIAL ARTS:

1. General:
   - Individualized instruction is important because of students' irregular attendance.
   - Materials need to show a more realistic ratio of ethnic minorities and have more relation to inner-city situations.
   - Materials should be programmed in short segments using basic vocabulary. Many existing materials are too long and the language is too technical.
   - Vocational education materials are needed for a complete spectrum of students from the educable mentally retarded to the advanced post-high school student.
   - Materials are needed for the hard-core adult unemployed attending night school classes in auto repair, machine operation, etc.
   - Vocational education courses are moving away from teaching for specific jobs, but rather to creating a broad understanding of job clusters which will allow mobility.
   - More coordination is necessary between elementary and secondary level materials.
   - Attitudinal training should be built into all career development materials.
   - The industrial arts program includes vocational guidance, consumer education and instruction in the organization and function of industry. Three major areas are visual communications (how industry communicates between its parts), power technology (occupations associated with finding, developing and using power resources), industrial materials (processes and products of manufacturing and construction).

- Work situations should be depicted realistically, not idealistically.

- Materials should reflect typical inner-city situations.

2. Specific Content Needs:

- Cassette tapes with manuals for bookkeeping, typing, business machines.

- Film loops showing skills of operating different machines.

- Functions and organization of labor unions.

- Consumer education and career development, from the elementary level through post-high school.

- Manipulatives accompanying film loops to teach skills.

ADULT EDUCATION:

1. General:

- Materials are needed for three types of programs: standard diploma courses; non-credit, non-academic courses; special courses organized for adult groups.

- Materials should be in short segments because of time restrictions.

2. Specific Content Needs:

- Traditional high school topics geared to adults.

- Individualized instruction materials in office machine operation, typing and sewing.

- Contemporary education for parent study groups.

- Career selection.

- Vocational skill development.

ART EDUCATION:

1. General:

- Materials with realistic urban settings are needed to teach texture, shape, form, color.

- All materials should be accompanied by teachers manuals to assist the classroom teacher.

- Slides and filmstrips should be accompanied by scripts.

- Materials should teach processes, using problem-solving, creative techniques.

2. Specific Content Needs:

- Black American art.

- African art.

- Environmental awareness.

MUSIC EDUCATION:

1. General:

- Music materials are being used in other disciplines (e.g. using social protest songs in social studies, analyzing words and syntax of popular songs in language arts).

- Materials are needed for individualized and small group instruction.

- Materials should be geared for use by classroom teachers.

- Teachers guides should be improved.

2. Specific Content Needs:

- Visual music (choreography used in church rites, by recording groups, etc.)

- Concepts of music.

- Works of contemporary black artists.

- Music literature and history.

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

Atlanta Public Schools

January 11-12, 1971

EDUCATIONAL MATERIALS WORKSHOP
ATLANTA PUBLIC SCHOOLS
JANUARY 11-12, 1971

LANGUAGE ARTS:

1. General:
   - Much more emphasis should be given to single-concept materials.
   - Inquiry-oriented materials are needed to provoke discussion.
   - Material used to teach language arts skills should include other disciplines such as science, social studies.
   - Teachers manuals should:
     - State the rationale and methodology for which the materials were produced.
     - Suggest behavioral objectives and teaching procedures, yet allow for more creativity.
     - Include specific suggestions for teaching practices for first-year teachers.
     - Stress importance of previewing materials before use in classroom.
     - Include student-use sheets which state behavioral objectives.
   - Narration should be performed by persons with different dialects.
   - The same soundtrack should occasionally be narrated in different dialects.
   - Cassettes are preferred to reel-to-reel tapes in listening centers.
   - Student objectives and directions should be incorporated into individualized instruction materials to avoid problem of lost student manuals.
   - Tapes and sound filmstrips should include student response sections.
   - Narration on films is often too fast-paced for Southern students.

2. Specific Content Needs:

- In-service training for using audio-visual materials in teaching:
  - Literature.
  - Role-playing.
  - Writing.
- Unified language experience (listening, speaking, reading, writing) for all levels of students.
- Differences and functions of various dialects.
- Study prints showing controversial or high stimuli situations (riots, pollution-causing activities, etc.).
- Films and tapes on myths and legends (junior high).
- Open-ended materials in high-interest areas such as sports, mysteries, adventures.
- High-interest, low-vocabulary tapes for listening activities.
- Fantasy materials to stimulate imagination.
- Less structured transparencies for teaching composition.
- Development of critical thinking.
- Vocabulary development materials with all-level visual appeal (e.g., through use of cartoons).
- Unfinished story tapes for oral or written composition.
- Development of speaking, reading and listening skills through study of literature.
- Appreciation of dialect and teaching standard English as second dialect (teacher-training).
- Phonics (with isolation of different sounds).

SOCIAL SCIENCES:

1. General:

- Inquiry and individualized instruction materials are most in demand. Too many travelogues are still being produced.
- Single-concept materials are preferred; 16mm films could be designed with stopping points for discussion. Questions could be placed on the film, or black leader inserted to allow discussion.

- Animation is preferred in many cases to avoid out-dating of hair, dress and car-styles.

- Filmstrips which include tapes are preferred to those with records only.

- Individualized materials should all be equipped with student guides.

- More affective materials are needed in all social science areas.

- Simulation activities are needed in the social sciences.

- Teachers manuals should include narratives of films or tapes to assist in previewing and presentation planning.

- Teachers manuals should include suggested behavioral objectives and pacing for materials.

- Contributions of ethnic minorities should be integrated whenever possible in all materials.

2. Specific Content Needs:

   - Portrayal of actual life situations such as city council meetings, traffic and juvenile court proceedings, etc.

   - Anthropology and sociology (all grade levels).

   - Social psychology (all grade levels).

   - Political theory and behavior (high school level).

   - Family life and consumer practices.

   - Personal and comparative economics.

   - Child behavior and development (for young adults and parents).

   - Classroom management (for teachers).

   - Different cultures of the world, using native tongue in narration.

VOCATIONAL EDUCATION (INCLUDING ADULT BASIC EDUCATION, INDUSTRIAL ARTS, HOME ECONOMICS, & COMMUNITY SCHOOLS):

1. General:

   - Atlanta vocational education program consists of:

     - Introduction to work at elementary school level.

     - Exploration of occupations at middle school level.

- Pre-vocational and work experiences at lower high school level.
- Preparatory training and supervised cooperative training at upper high school level.
- In-depth training at post-high school level.

- More low vocabulary, high maturity materials are needed in every area for basic education.

- Materials presenting overviews of careers and occupations are needed at the elementary and intermediate levels.

- More single-concept and programmed instruction materials should be produced at all levels.

- Emphasis is placed on visual and audio materials because of common reading deficiencies.

2. Specific Content Needs:

- Social interaction.

- Future occupations.

- Personal management.

- Teacher training for tradesmen entering vocational educational field as teachers.

- Occupation clusters (for grades 9-10) such as construction trades, para-medical, agri-business, marketing and distribution, business and office.

- Skill development (wood-working, metal-working, auto mechanics, refrigeration, appliance repair).

HOME & FAMILY LIFE (INCLUDING EARLY CHILDHOOD EDUCATION, HOME ECONOMICS, NURSERY & DAY CARE CENTERS, SOCIAL WORK & COUNSELING):

1. General:

- Sequenced, individualized materials are needed for early childhood education.

- Materials for small group use should develop understanding of single concepts, often through games.

- Materials should include all social classes, showing interconnections and mobility.

- Teachers guides should include all social classes, showing interconnections and mobility objectives and field test results should be published.

- Home economics materials should be oriented equally to boys and girls.
- Drug abuse materials should have more children involved.

2. Specific Content Needs:
   - Teacher-training in use of audio-visual materials.
   - Affective materials for primary grades in human relations, emotions, behavior.
   - Parent education (child development, behavior modification).
   - Human relations (for intermediate and high school levels).
   - Diagnostic materials at kindergarden and first grade levels.
   - Audio tapes by authorities in consumer economics areas.
   - Careers in child development, family day care, foster care.
   - Short listening materials for young children.
   - Classroom management (for teachers and paraprofessionals).
   - Communications skills.
   - Development of self-concept.
   - Health education, consumer practices (for adults).
   - Human behavior (for teachers with students from different environments).

HOME ECONOMICS:

1. General:
   - Child and family development and management.
   - Nutrition and grooming (especially for boys).
   - Clothing and textiles (care and use of new fibers, repair and alteration of clothing).
   - Time and energy management.
   - Different family cultures.
   - Family finance (credit and insurance).

MATHEMATICS:

1. General:

   - More interdisciplinary materials should be produced such as those which teach mathematics while developing reading skills.

   - Teachers guides need to provide more assistance in ways of utilizing audio-visual materials.

   - Supplementary A-V materials are needed for use with manipulatives.

   - Film loops need quick rewind for maximum utilization.

2. Specific Content Needs:

   - Creative drills.

SCIENCE:

1. General:

   - Single-concept, inquiry-oriented materials are in demand.

   - Individualized instruction materials are necessary to teach skills.

   - Silent film loops are used in support of manipulative materials at the elementary level.

   - Filmstrips and film loops should have a series of pictures followed by questions to check observation and inference.

   - Film loop boxes should have pockets for manuals.

   - Labeling should be flexible to permit different ways of storing.

   - Grade level should not be indicated on label.

   - 16mm films should provide stopping points for discussion.

   - Materials should be more relevant to classroom situations with less "men in white coats working in laboratories."

   - Transparency sets should include some with complete information inscribed and some with little or no print which allow the teacher to supply the necessary information.

   - Materials should be designed to be integral, not supplemental, to the course of study.

   - A maximum length of 15 minutes for films is desired.

- Materials should include built-in questions for students at certain points.
- Teachers manuals should provide instructions for student use of materials.

2. Specific Content Needs:
   - Simulated field trips to areas such as tropical rain forests, arctic regions, oil fields.
   - Visuals of molecular quantities of common elements.
   - Visuals of different kinds of scientific apparatus.
   - Demonstrations of experiments too dangerous for school laboratories or for which supplies are not available.
   - Filmstrips, film loops or transparencies showing:
     - Operation of a blood laboratory.
     - Techniques of tissue study.
     - Dissection of a frog for muscle tissue study.
     - Dissection of a mammal's brain.
     - Study of an eye, or other sense organ, with emphasis on its function and relationship to the central nervous system.
     - Role of DNA in protein synthesis.
     - Structure of nucleic acid molecules.
     - Mitosis and meiosis.
     - Development of chicken embryo for use with laboratory incubator demonstrations.
     - Experiments supporting Darwin's Theory of Natural Selection.
     - Experiments leading to the Watson-Crick Theory of DNA.
   - More detailed films on biological techniques.
   - Transparencies showing formation and movement of continents.
   - Oceanography.
   - Weathering and erosion.
   - Development of life from Archezoic to Cenozoic periods (with examples).
   - Radioactivity.
   - Personalities and careers in science.

FOREIGN LANGUAGES:

1. General:

   - Greatest need is for individualized instruction materials (tapes, filmstrips, film loops).
   - Materials should be self-contained, self-initiating, self-directing, self-implementing, and self-evaluating.
   - Materials should have an "extra-linguistic" focus, using language to communicate meaningful content.
   - Filmstrips with multiple soundtracks are needed.
   - More multi-ethnic foreign language materials are needed - showing black people speaking French, Spanish people speaking English, etc.
   - Situations illustrated in language instruction materials should be more true-to-life.
   - Teachers manuals should include actual narration used in the materials and be written in the appropriate foreign language, i. e. Spanish, French, etc.
   - Single-concept and sequential single-concept multi-media kits are needed.

2. Specific Content Needs:

   - English as a second language or second dialect.
   - Cultural bases for understanding meanings of different languages.
   - Development of communications systems, beginning with that used by the porpoise.
   - Basic linguistic and graphic skills.

FINE ARTS:

Music

1. General:

   - Materials must be accompanied by teachers guides with very specific behavioral objectives and directions for use by classroom teachers with no music experience.
   - Materials should be correlated to music texts and demonstration teaching plans included.
   - Materials should be produced which aid in the development of musical literacy.

2. Specific Content Needs:

- Sight reading (single-concept tapes, sound filmstrips or sound film loops).
- Basic elements of 15-20 of the most common instruments (for teacher training).
- Musical phrasing (sound films and filmstrips).

Art

1. General:

- There is a great need for materials at the elementary level.
- Better correlation is necessary between verbal and visual levels of materials.
- Materials should be supported by detailed teachers guides for use by the classroom teacher and the beginning art teacher.
- Elementary materials especially should be single-concept and sequential.
- Sound filmstrips and slide/tape sets are useful.

2. Specific Content Needs:

- Development of perceptual awareness of natural objects, man-made objects, people (physical and emotional characteristics), structure.
- Visual language (line, shape, color, texture, space, motion).
- Art of other cultures (painting, sculpture, weaving, pottery).
- Art as part of life experience (making choices in clothes, homes, buildings, community planning).

HEALTH, PHYSICAL EDUCATION, SAFETY, RECREATION & DRIVER EDUCATION:

Health

1. General:

- Materials for young children should use more animation, and, in some cases, young children depicted in various situations.

2. Specific Content Needs:

- Medical, paramedical and allied health professions.
- Community problems such as pollution, garbage, rat control.

- Behavioral aspects of drug use rather than pharmocological (especially at pre-high school level).

- Problem-solving, decision-making situations of dating, interpersonal relations.

- Tobacco, alcohol and drug abuse studies, at elementary and intermediate levels, showing pitfalls encountered around the school and playground.

Physical Education

1. General:

   - More co-educational materials are needed to teach lifetime sports.

   - Existing materials do not keep up with rules and clothing changes. Teachers should be in uniform when on camera.

   - Use of well-known sports figures working with students to teach skills is acceptable but not mandatory.

2. Specific Content Needs:

   - Skills teaching (for students and teachers) in short, single-concept format.

   - Physical fitness for obese and under-developed students.

   - Basketball, track and field for girls.

   - Analysis of body movement in relation to physical activities.

   - Movement education (creative dance).

Safety

1. General:

   - Most emphasis is on K-3 level.

2. Specific Content Needs:

   - Playground safety.

   - Safety rules connected with sports, use of vocational and science lab apparatus.

Recreation

Specific Content Needs:

- In-service training for teaching ecology out-of-doors.

Driver Education

General:

- Most instruction is given through ETV.

GUIDANCE:

1. General:
   - Many more materials are needed at the elementary and middle school level.
   - Some materials should be open-ended to provoke discussion.
   - Many existing materials employ too much narration.
2. Specific Content Needs:
   - Self-concept development.
   - Diagnosing of children who need help (in-service).
   - Student-parent relationships.
   - Reasons and alternatives for drug use.
   - Out-of-school problems such as peer relationships, difficult home situations.
   - Career exploration:
     - More orientation to elementary level.
     - Careers with which inner-city children are unfamiliar.
     - Careers for women outside of the home, secretarial spectrum.
     - Non-professional careers for non-college-bound students.
   - Relationships of specific school subjects to careers.
   - Life styles of people in different careers and occupations.
   - Positive aspects and rewards of work.
   - Teacher training (using role-playing and simulation).
   - How and why to take tests.
   - Interpreting tests to parents.
   - Problem-solving techniques for parents.

E D U C A T I O N A L

M A T E R I A L S

W O R K S H O P

San Diego City Schools

March 4-5, 1969

EDUCATIONAL MATERIALS WORKSHOP
SAN DIEGO CITY SCHOOLS
MARCH 4-5, 1969

INNER-CITY PROJECT:

1. General:

   - More than 90% of the inner-city schools' children come from minority groups. (The city-wide percentage is 10% Spanish-American, 11% Black.)

   - The schools are now providing bi-lingual instruction in English and Spanish. A pilot program indicated the major priority to be language, particularly oral. Originally, the project was textbook centered. Now it is using media more, with the textbook sometimes in a minor role.

   - Materials are needed which treat today's problems with a "heart" approach as well as a "brain" approach.

   - Materials should be useful not only in the inner-city but also in wide areas of suburbs.

2. Specific Content Needs:

   - Materials with balanced reference to minority groups.

   - Materials to assist in developing attitudes and values.

   - Primary language tapes and records.

   - Complete teaching kits for units, including text, filmstrips, tapes, etc.

   - Adult education materials.

   - Materials for in-service training of teachers to prepare them to work with minority group children.

   - Materials on the world of work, exposing children to a variety of job experiences.

LANGUAGE DEVELOPMENT:

1. General:

   - Today's students are sophisticated, including those in inner-city areas.

- Materials should be correlated with textbooks.

- Materials should be aimed at small groups and individuals.

- It appears that low ability students learn better with an inductive approach.

- New methods in foreign language instruction require more carefully programmed materials.

2. Specific Content Needs:

- Materials for "second dialect" learning. ("Turn on" the child to speak in his dialect and then teach the differences.)

- Materials to help child hear differences in sound and make distinctions.

- Materials showing examples of language in various media forms.

- The literary experience (oral, print, video, etc.).

- Materials showing effect of linguistics on spelling.

- Materials for higher grade foreign language (Spanish).

- Materials building cultural background for foreign languages (French as spoken in Caribbean, by Louisiana Blacks, etc.)

- Tape loops to isolate sounds, words or sentences in foreign languages.

SOCIAL STUDIES:

1. General:

- San Diego is using an eclectic approach and moving toward multi-media packages with A-V components as a specific part of the curriculum.

- The school system is establishing organizational patterns for individualized instruction, but cannot find appropriate materials.

- New State social studies framework due in two years will probably call for in-depth study of one social problem ("postholing") and an inductive approach.

- All materials must reflect minority groups, particularly Mexican-American and American Indian.

2. Specific Content Needs:

- Materials on the big city (how it develops, its problems, etc.).

- Local government as it operates, for intermediate and lower levels.

- World of work.

- Black studies program, using historical and cultural approach.

- Single concept films dealing with specific behavioral objectives.

FINE ARTS:

Art

1. General:

   - All visual elements of A-V materials should be of good quality. As we surround children with visual art, it should be good art.

   - Materials from other curriculum areas can be used for "visual education" (study prints from social studies, for example, with separate teachers' guides).

   - New art curriculum is shifting from an emphasis on student activity to an attempt to help students develop attitudes toward art and concepts about art, the relationship of art and culture, etc.

   - "How to do it" or art history materials are not needed.

2. Specific Content Needs:

   - Materials to help students "discover" art, art forms, art principles, etc.

   - Materials showing industrial design, environmental design, etc.

   - Materials for overhead projector developing art concepts.

Music

1. General:

   - Music quality on audio-visual products is generally poor.

   - The trend in music education is away from performance (only 15% of students want to perform).

   - Interplay of art and music is important.

   - Any music in the classroom should be of high quality, but not necessarily classical.

   - Music education is trying to develop informed consumers of music, not performers.

2. Specific Content Needs:

- Great artists on films, records, etc.

- Materials to help children understand music.

- Materials to help children develop auditory discrimination.

- Materials for all elementary teachers to give background in good music.

- Films on Negro and Mexican music and musicians, and recordings of this music.

SCIENCE:

1. General:

- Materials must be more specific in purpose, short and keyed to specific points.

- Use of the inquiry method is essential in science.

- Objectives of materials should be stated in behavioral terms.

- Materials should develop principles and give humanistic approach, not merely provide information.

- Teacher guide material is important, and guides must be improved so that materials are used properly.

2. Specific Content Needs:

- History of science and scientist, including "who is working in science today."

- The scientific process, as performed by teams and individuals.

- Primary materials on processes of inquiry (correlated with AAAS, ESI, SCIS).

- Games, gaming and simulation to solve problems.

- Materials for independent study at secondary level.

MATHEMATICS:

1. General:

- Students are involved in lab-like experiences.

- Complete kits with totally integrated materials are needed.

- Mathematics programs will de-emphasize printed matter and concentrate on manipulatives and visuals.

- State math adopted this year includes manipulatives, kits, overlays, loops, etc.

- Because of the legal question, hard cover books and workbooks will be provided by the State, but local schools will probably have to buy ancillary items, which are really built into the program.

- Field testing of math materials is important.

- Ethnic representation, even in math materials, is necessary.

2. Specific Content Needs:

   - Manipulatives for primary grades.

PRACTICAL ARTS:

1. General:

   - Help is needed for non-readers and poor readers.

   - Short materials are desired which do not cover too much (single concept).

   - The industrial arts program is composed of 50-60% individualized instruction.

   - The trend is to integrate practical arts into the normal academic curriculum.

2. Specific Content Needs:

   - Positive approach to safety education (how to act safely, not details of unsafe practices).

   - Bulletin board pictures of equipment, processes, etc.

   - The changing world of work.

   - How to work with synthetic materials.

   - Modern equipment in operation.

   - Proper work attitudes such as promptness, loyalty, good work habits.

   - Techniques in wood working, metal working, etc. (perhaps transparencies).

VOCATIONAL EDUCATION:

1. General:
   - There is a need for packages of materials in small modulars (kits, labs, etc.).
   - There is value in single concept, repetitive showings.
   - Extensive use of video tape recording is anticipated next year.
2. Specific Content Needs:
   - Occupational entry skills.

BUSINESS EDUCATION:

1. General:
   - The classes have been activity-oriented with machines in classrooms.
   - Materials which are available individually are preferred, rather than those available only in a series.
   - Materials should show an ethnic balance, and should also reflect male-female balance of authority.
2. Specific Content Needs:
   - Skills and attitudes in office work.
   - Communications in business, including punctuation, grammar, etc.
   - Positive approach to work habits and attitudes.
   - The present world of work, including present technology.
   - Single concept films showing operation of office machines (offset, ditto, mimeograph, typewriter).

DRIVER EDUCATION AND TRAINING:

1. General:
   - The program consists of academic driver education in tenth grade and behind the wheel driver training.
   - Materials should emphasize driving behavior attitudes.
   - Existing 16mm films are very outdated. Students "tune out" outdated materials.

- Filmstrips seem effective with adult class, but high school students prefer the faster action of motion pictures.

- Comic book-sized text units are suggested to permit flexible organization of courses and easier updating. (Units, if written by popular experts, would be kept by students for reference and motivation.)

2. Specific Content Needs:

- Materials which motivate proper attitudes in a positive manner (avoid preaching and moralizing).

- Single concept film loops to illustrate basic driving maneuvers just before student practices them.

- Material on automobile insurance, financing, etc.

EXCEPTIONAL CHILDREN:

1. General:

- California mandated a special program for exceptional children.

- 16% of the students in San Diego are in this program.

- Materials need to be more open-ended.

2. Specific Content Needs:

- Simulated life experiences, including leisure experiences.

- Manipulative science experiences for gifted students in elementary grades.

- Broadening experiences for gifted secondary students.

- Vocational exploration tapes or sound filmstrips for gifted students (Jonas Salk, Margaret Meade, etc.).

- High interest/low vocabulary materials for handicapped children, perhaps in audio form.

- Sound filmstrips with audio at several levels of vocabulary.

- Manipulatives to develop eye-hand skills for mentally retarded.

- Job orientation films for simple work available to mentally retarded.

- Materials for teacher understanding, such as "What Is an MR Child?"

HEALTH AND PHYSICAL EDUCATION:

1. General:
   - Single concept films are most useful.
   - Multi-media packages of materials are needed for specific areas.
   - Materials must be kept up-to-date in terms of rules, dress, etc.
2. Specific Content Needs:
   - Physiology of exercise.
   - Techniques of lifetime sports (paddleball, handball, golf, tennis, etc.).
   - Health aspects of physical activity.
   - Sports in our culture.
   - Development of Olympic games.
   - Development of professional sports.
   - Recretional pursuits such as boating, camping, hunting, fishing, hiking.
   - Careers in sports-related fields (sports writing, broadcasting, etc.).
   - In-service materials for teaching methods, principles of exercise, movement fundamentals.
   - Current health problems such as drug abuse; family life education (grades six, nine, eleven, and twelve); smoking and health; alcohol and the human body; mental health; diet and nutrition; consumer health (wise buying of services and products).

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

San Francisco Public Schools

March 3-4, 1969

EDUCATIONAL MATERIALS WORKSHOP
SAN FRANCISCO PUBLIC SCHOOLS
MARCH 3-4, 1969

HUMAN RELATIONS AND ETHNIC STUDIES:

1. General:
   - A flood of recent materials is available, but much of it is not researched and not relevant.
   - Authentic material with scholarly effort is needed.
   - Materials should reflect an overall philosophy and orientation to the "American goal."
   - Materials should both build the self-concept of minority students and inform other students of minority contributions.
   - Teacher-training materials must accompany classroom programs, since "any teacher who graduated before 1960 is out of touch."
   - A cultural anthropological approach is desired.
   - Guides which accompany materials should be more carefully prepared and should include possible teaching strategies, specific bibliography, etc.
   - City school system people should be used as collaborators, not college professors.
   - Vocabulary in films and filmstrips should be controlled with clear patterns presented.
2. Specific Content Needs:
   - Materials showing contribution of various ethnic groups (American Indian, Spanish-American, Oriental-American, etc.).
   - Black studies background beginning with African heritage, to correct misconception of African as a savage.

- True story of Reconstruction and possible parallel today
- "Odyssey" of Malcom X.
- The Kerner Report.
- "Why" of history instead of the facts only.
- Violence in America.
- Materials pointing out the richness of black dialect.
- Series of case studies of upward bound black and poor children.
- Case study of prejudice, "Why Is Someone Prejudiced?"

GIFTED PROGRAM:

General:

- Special materials are not needed, but the materials used must be of high quality.
- Materials for independent study are needed for the gifted.
- Gifted child can handle multi-media kits.

LANGUAGE EDUCATION:

1. General:
   - Materials are needed for individualized instruction and independent study.
   - Materials should be produced for training paraprofessionals (aides and volunteers).
   - Language skills should be presented with subject matter content and not in isolation.
   - If possible, sound filmstrips should be provided with two or three different "tracks" of audio at different vocabulary levels.
2. Specific Content Needs:
   - Listening skills.
   - Auditory discrimination, perception, etc.

- Simple patterns in visuals for children with perceptual difficulties.
- Books with second grade reading level for high school students.
- English as a second language using existing visuals, but controlled vocabulary.
- Visual materials with matching English and Spanish tapes or records.
- Audio examples of speech patterns and sounds for Cantonese speaking students.

COUNSELING AND GUIDANCE:

1. General:
   - Schools have one counselor per 650 students at the secondary level.
   - Some group counseling, some individual counseling is done.
   - The school system is trying to eliminate extensive paperwork by counselors.
   - A counselor is a "preventative disciplinarian."
2. Specific Content Needs:
   - Up-to-date group guidance material on student attitudes.
   - Materials with realistic school scenes.
   - Case studies and over-views of occupations.
   - Introductory vocational materials for elementary grades.

SPECIAL EDUCATION:

1. General:
   - Teachers need help in learning how to handle children with handicaps and how to identify handicaps early.
   - Children need help in learning how to accept handicapped children and in realizing that different children are not necessarily inferior.
   - Visual materials can help as diagnostic tools.

2. Specific Content Needs:
   - Work training for secondary students.
   - Social attitudes and desirable work habits.
   - Orientation to work.

EARLY CHILDHOOD EDUCATION:

1. General:
   - Simple uncluttered visuals are needed for young children.
   - Cognitive development, not skill development should be stressed.
   - Visual materials should include child's peers with ethnic mix.
   - Visuals of familiar scenes have special impact.
2. Specific Content Needs:
   - Filmed classroom scenes for teacher, parent and paraprofessional analysis.
   - Three dimensional study prints.
   - "Role of the paraprofessional."
   - Kits of related materials for manipulation and organization.

HEALTH EDUCATION AND FAMILY LIFE:

1. General:
   - Many materials are not relevant to urban life, but have suburban middle class scenes.
   - Family Life Program (K-12) is spread through social studies, health, language arts, and home economics.
   - The program has ten topics, one of which is family health. Only part of this is biological sex.
   - Materials must not be moralistic or preaching.
   - Scare techniques should be avoided.

2. Specific Content Needs:
   - Materials for lower grades on hazardous substances, and then drug use and abuse.
   - Good and bad effects of drugs for older students.
   - Physical education skill materials for intermediate ability students.
   - Elementary materials for basic and ethnic dance movements.
   - Basic rope-jumping skills.
   - Basic skills as preparation for sports: throwing, catching, running, etc.
   - Films of large group in-service clinics for "life-time sports."

FINE ARTS:

1. General:
   - Materials must be multi-racial.
   - Materials should inspire and motivate as well as show skills.
2. Specific Content Needs:
   - Black art, African art, and its effect on western culture.
   - "Why Art?" for community and parent use.
   - Films coordinated with basic music texts, to help elementary teachers in self-contained classrooms.

HOME ECONOMICS AND HOMEMAKING:

1. General:
   - Few materials are available in general area of child development.
   - Consumer education concepts are included in this program and start at seventh grade.
   - Homemaking includes both useful and gainful aspects.
   - Home economics department circulates its own slides, filmstrips and transparencies.
2. Specific Content Needs:
   - New materials in housing and home furnishings with good, current designs.

- Principles and examples of good management of time, money, and energy.

- Visuals showing relationship between clothing and culture, food and culture, diet and meal patterns, etc.

- Prenatal child development.

- Social and emotional development of young children.

- Common household appliances and how to take care of them.

- Over-views of occupational groupings related to homemaking: clothing and textiles, foods and nutrition, child development, management.

ADULT AND OCCUPATIONAL EDUCATION:

1. General:

   - This program was called "Trade and Industrial" and now includes apprenticeship and pre-apprenticeship training.

   - Commercial models are used for practice and standards.

   - Some theory is taught by simulation, especially in radio and electronics.

   - The adult program serves fifty thousand people per year with 60 full-time and 600 part-time teachers.

   - A problem-centered approach is used.

   - The adult program consists largely of drop-outs.

2. Specific Content Needs:

   - Basic arithmetic, reading, writing.

   - Attitudinal materials on grooming, self-image, etc.

   - The story of business as it is and how it operates.

   - Simple basics of consumer economics such as contracts, credit, etc.

E D U C A T I O N A L

M A T E R I A L S

W O R K S H O P

Milwaukee Public Schools

February 13-14, 1969

EDUCATIONAL MATERIALS WORKSHOP
MILWAUKEE PUBLIC SCHOOLS
FEBRUARY 13-14, 1969

General Comments:

1. Copyright: Teachers are now confused about what copyright laws will permit. The preparation of a simple statement to accompany each piece of material explaining what is and is not allowed by the copyright holder is suggested. This clarification will be more important as schools move to closed-circuit television, dial access, etc., which involve the reproduction and transmission of material.

2. In-Service Training: As programs become more complex, in-service training activities must be built in so that materials are used effectively. This, too, is an area calling for cooperative activity between producers and educators.

LANGUAGE EDUCATION:

1. General:
   - Equipment should be simplified, standardized, easy to operate.
   - Materials are out of date.
   - Materials should enable students to participate.
   - Multi-media materials are needed which approach children in several ways.
   - In-service help is necessary in use of technology in the classroom.
   - There is a shortage of transparencies at the elementary level.
2. Specific Content Needs:
   - Language experience approach to beginning reading.
   - Listening and auditory discrimination.
   - The writing process (secondary level).
   - Black literature (and that of other ethnic groups).

- Urban background for talking and listening skills.

- Bridge between street language and standard English.

- Vicarious experiences for creative responses.

SOCIAL STUDIES:

1. General:

   - Materials should involve students.

   - Materials should be conceptually, rather than chronologically, organized.

   - Urban flavor must be present in all materials.

   - Filmstrips should be available without captions to permit interpretation and projection.

   - In primary grade materials with printed captions, upper and lower case letters should be used.

   - Short films (perhaps single concept) are preferred.

   - Records could be used to prepare student and give instructions for use of other materials (for example, records with 8mm loops).

2. Specific Content Needs:

   - Case studies showing cultural universals and the social institutions which grow out of them.

   - Interdisciplinary approach in elementary social studies.

   - Urban oriented economic education materials for elementary grades.

   - Case studies of different kinds of families (inner-city, Appalachia, etc.).

   - Open-ended materials for teaching values.

   - U. S. as an urban area.

EARLY CHILDHOOD AND PRE-SCHOOL EDUCATION:

1. General:

   - Materials are needed to assist in language development.

   - Attitudes of home environment should be considered in developing new materials.

- Parents should be involved in developing or using materials for pre-school children.

- Materials based on inner-city experiences are needed.

- Provocative materials to stimulate student involvement should be produced.

- Materials for helping teachers understand the inner-city life style of their students, as well as materials to help train teacher aides who will work with young children, are in short supply. Early childhood curriculum is not yet well defined.

2. Specific Content Needs:

- Materials with varying textures and sizes to develop discrimination, classification, sorting skills.

- Materials showing logical sequence and development (perhaps picture series).

- "Inductive stance" in all materials.

- Creative dance for young children.

- Multi-sensory materials for building experiences.

- Picture books with tapes (perhaps signal to turn page).

- Manipulatives for science (simple scales, volume vessels, etc.).

- Puppets for stories with small groups.

- Male figure in stories, complete family unit.

- "How Families Live" showing different kinds of family groups.

MATHEMATICS AND SCIENCE:

1. General:

- These subjects have as much material as any area.

- National curriculum study groups have produced complete packages including A-V materials.

- Teachers seem to want shorter films.

- In-service materials are needed to help train teachers.

- Few students take math beyond ninth grade.

- Reading problems seem to hamper comprehension of math and science. More materials are needed which truly visualize and therefore avoid reading problems.

- Science approach has changed from demonstration to student activity in laboratory situation.

- Animation is effective in math teaching, assuming its style does not detract from the concept.

- Math and science programs should be developmental beginning at early grades, rather than starting at upper level and "watering down."

2. Specific Content Needs:

- Manipulative math aids for primary grades.

- Junior high math materials which do not "spoon feed," but require activity.

- Math with inner-city relevance (consumer situations such as buying a car, contracts, etc.).

- Pre-school and kindergarten science films and filmstrips.

- Remedial mathematics materials at intermediate level.

- Motivation materials ("Why Study Math?," "Where Is Math Used?," "What Is Earth Science All About?").

VOCATIONAL AND BUSINESS EDUCATION:

1. General:

- Vocational Education Act money has provided equipment in the past few years.

- Transparencies and overlays are preferred to wall charts.

- There is a problem with materials going out of date quickly (avoid clothing styles and automobiles which date materials).

- Many materials are available, but there is difficulty in disseminating information and arranging for previews.

2. Specific Content Needs:

- Job interview films.

- Speech pattern films and tapes.

- Business law materials (perhaps kit to permit role playing).

- Materials to help explain business organizations.

- Transparencies for accounting.

- Office practice materials, perhaps programmed (how to operate offset duplicator, electronic calculator, etc.).

- Industrial arts theory films.

- Films showing what happens inside a closed machine.

HEALTH, PHYSICAL EDUCATION AND SAFETY:

1. General:

   - Films in the past in this area have been mostly at the secondary level.

   - Milwaukee is now trying to provide a physical education specialist in each elementary school.

   - Health education provides an understanding of the body at junior high level preceding sex education.

   - Sex education program is now being formulated. Basic course content presented by media is desired to give security to the teacher. Teacher preparation must be part of the program. Perhaps some materials could start with outside specialist giving the presentation and the teacher could take over after he has developed confidence. For example, a tape of a doctor speaking could be followed by the teacher making the final presentation.

   - The Recreation Department sponsors a course for adults and children on "maturation" and then sex.

2. Specific Content Needs:

   - Elementary physical education (basic skills of basketball, tennis, gymnastic apparatus, etc.).

   - High school materials for personal, lifetime sports (tennis, golf, swimming, etc.).

   - Materials for high school level on drugs and dangerous substances.

   - "Movement Education" materials (problem solving through movement such as time, space, force, flow, etc.).

FINE ARTS:

1. General:

   - Art education is the most visual of curriculum areas and makes wide use of visual materials.

   - The trend is to general art understanding and awareness, since the average student will always be a consumer of art.

   - Much material is now available in music (records, tapes, etc.).

   - The trend is to "allied arts" which combine various fine arts.

   - Motivation is especially important in materials at the secondary level.

2. Specific Content Needs:

   - Films or film loops showing techniques and processes in arts.

   - Examples of contemporary works, such as architecture, painting, ceramics, jewelry, etc.

   - Film on self-expression, awareness of art, etc.

   - Materials on work of a commercial artist with over-view of the market.

   - Materials on ceramics such as films used in Chicago Art Institute classes.

   - Examples of Afro-American art and African art.

   - Films, sound filmstrips, or tapes on lives of contemporary composers.

   - Films or sound filmstrips on scenes from operas.

   - Appreciation of jazz and contemporary (rock) music.

   - Explanation of electronic music.

   - Current performers such as Belafonte, Marion Anderson, Mahalia Jackson, etc.

   - General music concepts on junior high level (perhaps in overhead transparencies with overlays).

SPECIAL EDUCATION:

1. General:

   - The Milwaukee program is vertically integrated into the general program.

- Homemade materials have been used in the past.

- High interest/low vocabulary materials are needed.

- Reading levels in elementary classes vary from pre-primer to weak fourth grade.

- The program is trying to achieve improved mobility in manual and language skills, as well as help in social interaction and improve the self-image of these handicapped children.

- Many standard materials would be usable if vocabulary and syntax were simplified and visuals less cluttered.

2. Specific Content Needs:

- Tapes for auditory discrimination.

- For primary children, simple materials for language patterning, thinking skills, etc.

- Short and success producing materials for emotionally disturbed children.

- Multi-sensory materials, utilizing all avenues to the child.

- Materials to teach sequencing.

GUIDANCE:

1. General:

- Milwaukee has one counselor per 600 students in general, one per 400 students in the central city.

- Special vocational counselors are present in many schools.

- Counselors are dealing with students in small groups where possible.

- All materials must be integrated and should be oriented to urban situations.

2. Specific Content Needs:

- Junior high level career over-views (perhaps sound filmstrips).

- More specific career information for senior high level.

- Materials to stimulate role playing, etc.

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

St. Louis Public Schools

February 11-12, 1969

EDUCATIONAL MATERIALS WORKSHOP
ST. LOUIS PUBLIC SCHOOLS
FEBRUARY 11-12, 1969

AUDIO-VISUAL SERVICES:

1. General:
   - Ethnic representation in all subject areas must be included.
   - Short films and open-ended materials are preferred.
   - Materials should involve students and teachers.
   - Simplified and standardized equipment/materials are needed.
   - Films and other materials depicting current and controversial subjects should be produced.
   - Vocabulary of captioned materials must be controlled.
2. Specific Content Needs:
   - Positive moral values.
   - Biographies of current black leaders.
   - Negro life today in all economic classes.
   - Consumer education for adults.
   - Basic skills for adults (home economics, nursing, sanitation, etc.).

WORKSTUDY PROGRAM:

1. General:
   - Program is designed for potential dropouts and non-readers.
   - Local businesses cooperate in work training.
   - Program involves class work in mornings, work in afternoons.
   - Students learn specific job skills plus relevant basic skills.

- Motion pictures can perhaps be used as basic tool of instruction at 9th grade.

- Materials with "new look" are needed.

2. Specific Content Needs:

- U. S. History: 1865-1969.

- Local job situations.

COMMUNICATION SKILLS:

1. General:

- Inner-city related materials are needed.

- Teacher-training materials should be developed showing case studies of urban life style, micro-teaching, etc.

- There is a lack of equipment in many schools.

- Inspirational materials are desired.

- Materials should be produced which show minority groups as part of our total heritage.

2. Specific Content Needs:

- "Pattern approach" to English.

- Recordings for student involvement and "ear training."

- Tapes and other materials for practice drills.

- Sound filmstrips with "open end" or student involvement in language.

- Black literature of good quality.

- Recorded, "vocalized," stories.

- Correct speech patterns in recordings.

BEHAVIOR AND PERSONAL ADJUSTMENT:

1. General:

- Materials should deal with discipline, control, respect.

- They should lead to curbing of hostility, resentment, violence.

- Materials using students' language should be produced.
- Materials which develop concepts more slowly are needed.
- Teachers need materials to help them learn to diagnose and identify problems.
- Materials should show students how others like themselves have succeeded, and should depict situations as they are, and how alternatives can be developed.

2. Specific Content Needs:
   - Social situations with optional endings.
   - Demonstrations of non-violent expression of feelings.
   - The parents' point of view, in students' words, to bridge generation gap.
   - The reasons inherent in our changing "acceptable social behavior."
   - Methods by which parents should deal with problems.

PRIMARY EDUCATION:

1. General:
   - Films should be short and simple with few concepts.
   - Urban settings should be used for visuals.
   - Materials should not preach.
   - Vocabulary must be controlled for lower grades.
   - Blend simple concepts in inter-disciplinary approach.

2. Specific Content Needs:
   - "New math" at primary level.
   - More Negroes in all areas.
   - Black men in positions of authority.

- Tapes of reading books.

- Children of other lands.

- Manipulative materials.

TEACHER TRAINING AND SUPERVISION:

1. General:

   - Both pre- and in-service materials are needed.

   - Better teachers' guides for all materials must be produced since many teachers now have no teacher-training.

2. Specific Content Needs:

   - Case studies of classroom problems.

   - Home life documentaries to increase teachers' understanding of students.

   - Dealing with discipline problems.

   - "What teaching is all about" for liberal arts graduates with no teacher training.

SPECIAL EDUCATION:

1. General:

   - Acceptable materials are available in areas for physically handicapped.

   - Materials are needed for mentally retarded and emotionally handicapped students.

   - The program includes 700 gifted students, and 4,200 in MR with 1,600 students awaiting admission to MR classes when facilities permit.

   - The program includes ages 7 through 16.

   - Materials must be simple, moving slowly, with few concepts in each presentation.

   - Manipulative materials are needed to involve students (games, puzzles, cartridge-loaded films, etc.).

- Mentally retarded students seem to like animation.

- Teachers like filmstrips because of flexible pacing.

SOCIAL STUDIES:

1. General:
   - Films and materials should not be too long in running time, to allow teacher flexibility.
   - Visuals should show non-white leaders in government, education, and business around the world.
   - Films and other materials can show meaningful comparisons between various types of governments, economic systems, and periods in history.
   - Materials should be more basic and not merely supplemental. St. Louis hopes to teach U. S. History for its general curriculum next year based on audio-visual materials with some supplementary reading.
   - Films should utilize visual presentations. (Stand-up lecture films are not acceptable.)
   - Materials should be more stirring and inspirational.
2. Specific Content Needs:
   - Films and filmstrips on Africa.
   - Filmed stories of working fathers and mothers.
   - Case studies of families who live in project housing
   - Government at work (committees in session, etc.).
   - Economics, simplified (simple banking operations, GNP, credit buying, ways of saving, flow of money).
   - Comparative government.
   - Social history as well as chronological events.

- U. S. History 1880-1914.
- Primary level "Why We Go To School."
- Vacation from the city.
- Ancient African civilization.
- American freedom movement.
- Negroes in Revolutionary War.
- History of American people (melting pot analogy).

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

Chicago Public Schools

February 10-11, 1969

EDUCATIONAL MATERIALS WORKSHOP
CHICAGO PUBLIC SCHOOLS
FEBRUARY 10-11, 1969

LANGUAGE ARTS:

1. General:

   - Films and other materials should have teachers' or students' guides which list behavioral objectives at each grade level.

   - Reading skills should be woven throughout all content materials.

2. Specific Content Needs:

   - Multi-media materials, utilizing a systems approach.

   - In-service programs in Language Arts.

   - Materials related to various ethnic groups, including, but not exclusively, Afro-American.

   - Primary language arts skill films. (There are enough primary stories.)

   - Materials in phonics, word attack, structural linguistics.

   - Films and filmstrips with "city flavor" to help children identify with what they see in the film. (Avoid the "pseudo city flavor" seen in some recent films.)

   - Materials related to Chicago curriculum guides.

   - Materials to bridge the gap between the language the child brings to school and correct language.

SOCIAL STUDIES:

1. General:

   - In-service training is a continuing problem in the social studies.

   - Creative films which totally involve the child in learning, using open-ended approach, are in demand.

- Inquiry as an approach to learning in films, filmstrips, etc. should be used.
- Cultural approach to history should be incorporated.
- Materials should not merely repeat what has been done in the text.
- Show comparisons and relationships.

2. Specific Content Needs:
   - Economic principles (consumer education) at all grade levels.
   - Multi-ethnic involvement in all areas of social studies.
   - Conservation of natural resources, at all grade levels.
   - Community civics.
   - Early world history.
   - World geography.
   - Modern world history.
   - State history.
   - Primary level map and globe skills.
   - Comparisons showing similarities among cities of the world. (Chicago-San Juan-Sao Paulo, Chicago-Los Angeles-Tokyo, Chicago-Detroit-Rome, etc.)
   - Geography, including geology and climatology.

MATHEMATICS:

1. General:
   - Inaccuracies are still present in many materials. Producers must double check computations and methodology.
   - Single concept loops are popular.
   - The lab approach in mathematics is now taking hold.
   - Transparencies which allow more teacher/student involvement, and which show new thinking rather than visuals from the book are needed.

2. Specific Content Needs:

- In-service materials.
- Space mathematics.
- Mathematics in history.
- Mathematics as used in science or social studies (interdisciplinary approach).
- Manipulative materials for students. All materials should concentrate on one concept at a time and not include too many concepts.
- Perhaps sound tapes in mathematics, with student response materials.
- Materials (perhaps single concept loops) for student drill use in diagnosing weak areas.
- Some materials to instruct teachers in the proper use of teaching aids such as cuisenaire rods, geo-boards, etc.

FOREIGN LANGUAGES:

1. General:

- Audio-lingual-visual method is being used.
- Situations in foreign language materials should be more realistic.
- A variety of voices and dialects (boy, girl, man, woman) should be used.
- Complete scripts for all materials should be available to the teacher.
- To facilitate storage and distribution, films, tapes, and filmstrips used as a unit should be packaged and cataloged together.

2. Specific Content Needs:

- Cultural approach to the foreign language.
- Simple experiences in the foreign language. Perhaps five-seven minutes, perhaps slides or filmstrips with tape or record. Example: letter from student traveler to friends back home.

SCIENCE:

1. General:

   - In-service materials for teachers should be prepared on new processes and techniques, perhaps following approaches of experimental programs such as ESS, TSM, or AAAS Inquiry.

   - Multi-sensory approach to the child should be used, leading him to independent research and providing materials as resources for his research.

   - A comprehensive system/package should exist for each elementary grade, since most teachers do not know how to teach science and do not have scientific background.

   - 8mm loops are not now being used effectively.

   - Films in science should contain fewer concepts and be less than 30 minutes long.

   - Study guides should be permanently fastened in film cans.

2. Specific Content Needs:

   - Earth science.

   - Oceanography.

   - Conservation.

   - Space science.

   - Aviation.

   - Geology of Chicago.

   - Basic science concepts at primary level (not only animals).

   - How scientists really work, including the use of mathematical models.

PHYSICAL EDUCATION, HEALTH, DRIVER EDUCATION & SAFETY:

1. General:

   - Some materials are not now being used because the teachers are not familiar with good procedures. In-service training is needed.

   - Schools would like to have shorter films, 10 to 15 minutes in length.

   - There must be greater emphasis on proper details of attire, safety practices, etc.

- Materials in all areas should be urban oriented.

- Materials should be updated to be sure that equipment, rules, and nomenclature are proper.

- Materials for mass instruction are needed.

- Sex education/family living is now treated in middle grades in science. In high school elements are covered in biology, health, and home economics.

- Filmstrips are very popular in these subject areas.

2. Specific Content Needs:

- Background material for hygiene.

- Elementary urban traffic safety.

- Traffic situations for analysis, perhaps in transparencies.

- Filmstrips for perceptual training.

- Traffic situations in slides, filmstrips, or transparencies for students to make judgments.

- Materials to present the vocabulary related to the traffic scene.

- Motorcycle information for general driver training.

- Driver skill films (single concept loops).

- Materials dealing with "the driving task" showing perception, judgment, and decision as important as skills.

- Materials in lifetime, individual sports (golf, tennis, etc.).

- Materials in dancing, rhythm, square dancing, etc.

INSTRUCTIONAL TELEVISION:

1. General:

- The program is operating on a cluster concept, with centers in "studio schools."

- Programs are designed and produced by teachers (100 TV teachers this year).

- 800 teachers are now using ITV (30,000 students).

- Materials must be 3 x 4 aspect ratio.

- Because of copyright problem, producers should indicate films which are cleared.

- Films often do too much; instead, they should leave something for teacher to do.

- Single concept loops are valuable, but 8mm won't multiplex yet.

2. Specific Content Needs:

- Social studies, cultural pluralism of our society.

- Materials at primary level with "masculine flavor."

- Blackness" and self image.

MUSIC:

1. General:

- Teachers are pleased with new materials now available, such as records accompanying textbooks.

- Music is handled by classroom teachers and present materials are sometimes too sophisticated.

- Teachers appreciate materials which accompany films (e.g., booklets accompanying films on composers).

- Materials should encourage student participation (perhaps invite students to sing or play simple classroom instruments).

2. Specific Content Needs:

- Materials to teach teachers basic skills.

- High school-level skill films.

- Cultural landmarks in U. S.

- Filmstrips to familiarize children with instruments.

BUSINESS EDUCATION:

1. General:

- Business education people are used to equipment, so they are inclined to use audio-visual materials frequently.

- Single concept film loop packages are preferred.

- Chicago is now using the Wayne State University booklet of 43 basic economic concepts as typing exercises, to see if students will learn economic principles.

- Chicago is using the laboratory for typing and shorthand instruction.

- Materials should be compatible with the textbook.

- Perhaps programmed materials and unit texts would be appropriate for potential dropouts.

2. Specific Content Needs:

- Skilled training in typing, shorthand, etc.

- Materials to develop problem solving skills.

- Materials (probably films) showing social ingredients of business, including getting along with others, dressing, grooming, etc.

- Accounting materials such as enlarged charts, forms, paychecks, sales tax, etc.

- Consumer education assistance for terminal students ("Your Paycheck," taxes, contracts, etc.).

HOME ECONOMICS:

1. General:

- This area includes personal development, family living, home management, clothing courses, foods, etc.

- The school system provides survey courses in ninth grade to sample various areas.

- Family living and sex education are sensitive areas, with hard-to-reach audience.

- Materials must be relevant to urban life.

- Materials should not include too much in presentation.

- Dynamic teacher training films on techniques are needed.

- Materials should reflect the "joys of living in the city."

2. Specific Content Needs:

- Interior decorating and money management.

- Clothing construction and repair, skills and techniques.

- Clothing selection.

- Consumer education: credit, insurance, law, shopping techniques.

- Child development.

- Family situation case studies.

VOCATIONAL EDUCATION:

1. General:

   - Guidance materials are critically needed. Films produced by industry are realistic and helpful.

   - Teachers need guides, teachers' manuals, etc., to accompany films for follow-up.

   - Single concept loops for individual use are needed in many areas.

   - Concern is expressed about constantly increasing costs.

   - Many materials assume student's background and vocabulary level and are not appropriate.

   - 83,000 boys are taking Industrial/Vocational Education.

   - Industrial Arts laboratory (general shop) includes wood, electricity, ceramics, drafting, metal, plastics.

   - The Health Occupations program introduces concept of health service teams of professional, technician, aide.

2. Specific Content Needs:

   - Attitudinal vocational guidance materials (promptness, neatness, cooperation).

   - What goes on in the world of work.

   - Career information in various occupational fields.

   - Simplified charts, etc.

VISUAL EDUCATION:

1. General:

   - Chicago sees audio-visual education as a multi-sensory approach involving the student's curiosity, his problem-solving ability, his sense of discovery.

   - Materials need to be creative, thought provoking, open-ended, but with controlled vocabulary to fit the grade level.

- Materials should involve the student, not let him be passive.

- Better teacher guides and guides for student use will make materials more effective.

- Shorter films will better fit the classroom situation.

- We should look at a systems approach utilizing, perhaps, a motion picture with accompanying filmstrips to provide details of specifics.

- Physical packaging of films and multi-media systems are not now appropriate for city depositories.

- Children today will not accept materials that preach.

- Slide projectors (carousel) are now becoming common in the schools, but few materials are available.

- High costs are constant problems; perhaps new price structures must be developed.

2. Specific Content Needs:

   - Guidance (moral value judgment).

   - Personal guidance.

   - Vocational guidance for non-college bound.

   - Human relations for multi-ethnic groups.

   - Data processing (general, not technical).

   - Mathematics skills and concepts at all levels.

   - Sound filmstrips for individualized instruction at all grades.

LIBRARIES:

1. General:

   - School libraries are developing basic collections including a variety of materials.

   - All new libraries are providing for listening and viewing.

   - In-service materials for use of audio-visual equipment, including how to use media in teaching and how to make assignments to students in the use of media would be valuable.

- Production date should be shown on all materials.

- Material for individualized, self-directed learning must be clearly worded so that little teacher direction is needed.

- More programmed material is needed.

2. Specific Content Needs:

- Materials on library reference tools.

- High school materials on use of the library.

- Basic library skills.

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

District of Columbia Public Schools

November 21-22, 1968

EDUCATIONAL MATERIALS WORKSHOP
DISTRICT of COLUMBIA PUBLIC SCHOOLS
NOVEMBER 21-22, 1968

The organization of the Washington workshop differed from those held in other cities. Approximately 100 teachers, supervisors and special project people from the D. C. schools participated. Both the school delegates and the EMPC representatives were subdivided into six sections and paired for six consecutive workshops on the following topics:

1. Mathematics and Science
2. Geography and History
3. English, Language Arts and Foreign Language
4. Art, Music and Industrial Arts
5. Physical Education, Health and Safety, Home Economics
6. Business Education, Special Education and Adult Education

GENERAL UNDERSTANDINGS AND CONCERNS:

- Relevance - Materials should increasingly reflect the urbanization of our society and the context of the urban school.

- Ethnic heritage - Educational media should become more representative of the contribution of ethnic groups in American history, social studies and in the settings for other content areas.

- Integrity - There was concern that the fast and easy production of new materials could distort the objective study of our pluralistic society. In compensating for past distortions, the schools have a responsibility for "telling it like it is". Since the audio and visual media are not yet locked into a "system" like the textbook, a diversity of materials can help to fill in the gaps of the past. Participants kept asking for a "true picture" in their materials.

- Materials for independent study - Educational media have traditionally been used in group situations, because of their scarcity in urban schools. There is a need for student media study and research now that will require different guides and supporting helps.

- Teacher - training materials - Every section stressed the need for more and better teacher-training materials. Because of differences between the cities, and between the cities and rural areas, this market is limited and a way needs to be found to make such production possible.

- Availability - The difficulty of securing what is needed at the time it is needed is of paramount importance. Urban schools continue to have a critical shortage of the newer media. Better distribution and dissemination of what is available from urban resource centers is critical. If there is a lack of discrimination ability by urban teachers, it stems largely from unfamiliarity with the great variety of media currently owned, but unavailable because of inadequate supply.

MATHEMATICS AND SCIENCE:

1. General:
   - "How to use" guides are a necessity.
   - Teacher-training materials should accompany new curriculum materials.
   - Activity suggestions or activity materials should be included with the media.
   - Training materials should actively involve teachers in the process.
   - Learning packets should include built-in evaluation instruments.
   - Filmstrips would be improved if accompanied by student-response sheets.
   - Sound films should not be too long. Ten minutes is ample for most topics; perhaps shorter ones would be useful. Guides for longer films should encourage teachers to use as little at a time as is needed.
2. Specific Content Needs:
   - Filmstrips treating subjects in depth rather than over-views.
   - More mathematics materials for the slow learner.

GEOGRAPHY AND HISTORY:

1. General:
   - Producers should not identify with temporary doctrinaire viewpoints in the social studies, but strive to honestly present a variety of viewpoints. Producers should enlarge and sustain this dialogue with the schools.
   - Multi-ethnic materials must be supported by sound scholarship.
   - Because of past omissions and distortions, it may be necessary to produce compensatory ethnic history materials to help erase long-held misconceptions.

2. Specific Content Needs:

- Packages or varieties of media on controversial subjects that present conflicting viewpoints. This, supported by training, helps to assist teachers in de-coding the prejudices according to local needs.

- Negro history and other ethnics histories.

- Inter-cultural materials with new formats.

- Local or state geographies.

ENGLISH, LANGUAGE ARTS, FOREIGN LANGUAGE:

1. General:

- More poetry, short stories and true-to-life documentary materials are needed.

- More materials on contemporary authors would be welcomed.

- Materials should be more closely identified as to ability levels, or suggestions for use with different levels should be included in the guides.

- School media can help bridge the gap between the school world of books and the non-school world of mass media.

- Reading skills need new approaches and materials.

2. Specific Content Needs:

- More to fill the gap between "Little Red Riding Hood" and "Hamlet."

- Materials on critical thinking and propaganda techniques.

- Materials on English as a second language.

- Creative speech materials dealing with dialects.

ART, MUSIC:

Specific Content Needs:

- Film loops on instrumental techniques and on art.

- Sound filmstrips on musicians of today and yesterday.

- More materials on jazz.

- Materials which relate art and music to the times and cultures.

- More contemporary art and architecture information showing what is happening in New York, Chicago, Los Angeles, etc.

- Materials which show imaginative use of commonly used articles.

- Materials on multi-ethnic art and music.

PHYSICAL EDUCATION, HEALTH AND SAFETY, HOME ECONOMICS:

Specific Content Needs:

- Improved materials on drug usage.

- Personal health and hygiene materials with constant updating.

- Sex education materials using formats which relate sex education to family living and personal adjustment.

- More open-minded situational materials relevant to the urban child.

- Film loops on physical skills and movements.

- Consumer education materials which are written from point of view of the poor, including practical problems such as credit buying, obligations and contracts, etc.

BUSINESS EDUCATION, SPECIAL EDUCATION, ADULT EDUCATION:

1. General:

   - Relevancy of materials for business and adult education is needed, as well as realistic views of the world of work.

   - Special education classes can absorb greater amounts of media. Perhaps 80% of the standard level media would be adequate if 20% were more specifically aimed at slow and handicapped students.

   - In-service media is a must in special education.

   - Programmed media courses would be welcomed in special education situations.

   - Older handicapped students need high interest and low verbal level materials.

2. Specific Content Needs:

   - Mature situations and low achievement or skill level materials for adult education.

- Better materials on vocational attitudes using on-site photography and sound.

- Vocational and career guidance materials which reflect the urban environment.

- Speech improvement materials.

- Single concept materials in all skill areas.

- Materials on police-community relations, other community relationships, labor unions.

E D U C A T I O N A L
M A T E R I A L S
W O R K S H O P

Detroit Public Schools

November 18-19, 1968

EDUCATIONAL MATERIALS WORKSHOP
DETROIT PUBLIC SCHOOLS
NOVEMBER 18-19, 1968

LANGUAGE EDUCATION:

1. General:

   - Standardized and simplified projection equipment ("fool proof") is needed so that teachers and students may use it easily.

   - Short class periods require shorter films, not exceeding thirty minutes. Ten minutes is the best length.

   - Every film or narrated record or tape should have a guide which provokes discussion.

   - Materials should be "field tested," or at least exposed to school system specialists before release. College consultants are out of touch.

   - Foreign language materials should emphasize the spoken language with some children's voices.

2. Specific Content Needs:

   - Materials with more humanistic approach in Language Arts.

   - Materials which demonstrate standard English, but which also include dialects to show alternatives.

   - Materials to bridge the "class gap" between middle class teachers and minority students.

   - Linguistic approach materials.

   - Materials that excite the child to read a book, not that substitute for the book.

   - Dramatizations of situations with children, where possible, to permit closest possible identification.

   - Healthy inclusion of non-white actors, narrators, etc. ("more than tokenism"). Get away from middle-class stereotypes.

- Use of "open-ended" materials to allow student participation.

PRESCHOOL THROUGH PRIMARY:

1. General:

   - Principals need short films on teaching strategies to be used in staff meetings.

   - Single concept materials for training teacher aides, paraprofessionals in Head Start, etc. are needed.

   - Films for training teacher aides and for use in PTA meetings are desired on subjects such as "How to help with homework," "How to help with reading, handwriting, etc."

   - Films need to be oriented to child's self image.

   - Reading readiness materials are plentiful.

   - Most science materials are too advanced for preschool.

   - Materials must be integrated and reflect an appreciation of urban life.

2. Specific Content Needs:

   - New math, background and enrichment.

   - Kindergarten materials, since kindergarten is now oriented toward cognitive development.

   - Listening materials.

   - Word analysis materials, based on approaches other than phonics. There are other analysis approaches such as context, etc., which can be used.

   - More materials which involve dramatic works, both film and recordings.

   - Materials which can give vicarious experiences to the culturally disadvantaged to remove the stigma.

   - Materials which are systematically developed so that they can be used by teachers' aides.

SOCIAL STUDIES:

1. General:

   - Materials must be kept up-to-date.

   - Accuracy is important. Many materials, especially transparencies, have had incorrect information.

   - The coming field in social studies is cultural anthropology.

   - Materials should be structured so that the child can feel "inside" of situations in other areas of the world; so that children can understand value systems, priorities, etc.

   - Materials must use precise vocabulary.

2. Specific Content Needs:

   - Materials on Middle East and Latin America, since many are now largely outdated.

   - Films about problems of city living such as housing, discrimination.

   - Materials on Negro history including the role of the Negro in our economy and politics, history of the civil rights movement.

   - Materials to show the need for structure and order in life and laws of society, to begin early in life.

   - Success stories of ghetto graduates.

   - Map and globe skills and interpretation of city and road maps.

MATHEMATICS AND SCIENCE:

1. General:

   - Much material is available in science, but perhaps not enough in math.

   - There are continuing problems in filmstrips and transparencies which have glaring mathematical errors.

   - Schools don't like to buy "packages" of transparencies to obtain the good ones. Hope to be able to buy individual items.

   - Teachers' handbooks for series of films and programs are appreciated.

   - Producers should have more contact with school systems since collaborators from colleges may not be in touch with real needs.

   - Sample or demonstration lessons in math for teacher training are needed.

- Teachers like film loops in mathematics at elementary level. Film loops help teachers learn how to break down a concept.

- Detroit has adopted earth science curriculum project and hopes to see AV materials related to it soon.

- Producers should not make filmstrips which are merely enlargements from motion picture frames.

- Materials in gaming, and simulation are desired.

- Language symbols could be more functional for black child, more motivational.

- Inquiry approach should be used more often.

2. Specific Content Needs:

- Materials for physical science, especially physiology.

- An introduction to basic computer programming and the concept of a computer. "Computer is a key word in black power circles."

- Motivation and experience materials such as: games, string models, shapes, etc.

BUSINESS EDUCATION:

Specific Content Needs:

- Materials which concern skills, the working world, personal needs, etc.

- Updated materials on money and banking, consumer credit.

- Materials which show careers in a business office other than secretary, and for both boys and girls. (Clerks, typists, data-processing, book-keeping, accounting)

- Materials to describe distributive education. Two-thirds of the jobs in distribution are in the service areas and are non-selling jobs.

VOCATIONAL EDUCATION:

1. General:

- Detroit has 323 subcourses, each of which runs 20 weeks. To provide one media experience per week should require 6,460 pieces of material. Budget is approximately $5,000 for materials.

- The schools use many materials from manufacturers of types of equipment involved in vocational education.

- Vocational education caters to lower half of student body. Since college prep has already rejected these students, they reject traditional mathematics, English, etc. Vocational education uses "related subjects," that is, a different kind of language, science, social studies, etc.

- Junior and senior high school course organization is in terms of clusters: materials and processes, energy and propulsion, personal services, visual communication.

2. Specific Content Needs:

- Materials for training teacher aides. This would be the same market as materials for Job Corps, in-plant training of employees, etc.

- Materials on supervision and leadership.

- In homemaking, slow motion single concept films on basic skills (typing knot in end of thread, etc.)

- Games in home economics, economics, buying. (Perhaps programmed instruction on these small items)

- Open-ended materials in social situations for family living courses.

- Materials dealing with social situations for family living courses.

- Specialized materials for drafting and graphic arts courses.

HEALTH, PHYSICAL EDUCATION AND SAFETY:

1. General:

- The school system has virtually no budget for materials this year.

- Drug abuse films seem "just off the mark." Perhaps they were not tested with students but reflect adult point of view too much.

2. Specific Content Needs:

- Film loops on folk games, ethnic dances, etc.

- Materials for girls, since there seems to be a new interest in track, field hockey, etc. for girls.

- Materials which point out interdisciplinary applications in physical education (e.g., movement theories, buoyancy in swimming).

- Elementary materials showing a creative approach to movement and activity.

- Parent education materials in areas such as sex education and drug abuse.

- Materials showing coeducational activities such as dance, volleyball, tennis.

ART EDUCATION:

Specific Content Needs:

- More non-Caucasians in films showing techniques and skills, and in appreciation films with artists showing works and telling of their lives.

- Specific materials in the contemporary cultural scene (e.g., what is happening in Chicago in architecture, sculpture, painting). Could be a slide series or filmstrip series and include several cities.

- Materials showing imaginative use of everyday objects to teach concepts of size, texture, etc.

MUSIC EDUCATION:

1. General:

   - Recordings to go with texts are excellent.

   - Films are evaluated on the basis of audio quality for the music department.

2. Specific Content Needs:

   - Materials with multi-ethnic, pluralistic approach to the humanities.

   - Materials on contemporary composers. "Traditional approach to lives of composers is passe."

   - Short film series on history of jazz. "The longer the film the less effective it can be."

   - Trial curriculum for junior and senior high school is being developed by USOE. Instead of studying lives of composers, teacher and student actually analyze scores and the creative process.

   - Films on living sound and music, and how music affects our lives.

   - Sound filmstrips on Negro musicians. (Perhaps series centered around different cities)

   - Film loops on various instruments so that teachers who are experts in one group of instruments could teach the broad spectrum.

SPECIAL EDUCATION:

1. General:

   - Materials for use with the mentally handicapped must be different from those used with normal children. Even films, filmstrips, records, etc., may have too many concepts in one piece of material and the syntax may be too complex. Materials converted for use with the mentally handicapped should be simplified both in number of concepts and in syntax.

   - For mentally retarded at the secondary level, programmed or system-developed materials with visual and audio presentation, student response, and reinforcements are needed.

2. Specific Content Needs:

   - Simple vocabulary, high interest materials.

   - Large type braille, and talking book material for the visually handicapped.

   - Materials for testing hearing in children.

   - Simple materials which concern specific vocational goals (e.g., operation of a rototiller or a wet or dry vacuum for factory maintenance, infant care, adult convalescent care, how to cook a hamburger, etc. to mentally retarded, aged 16 to 20).